

Paradise Valley High School

ARIZONA SCHOOL REPORT CARD 2003-04

3950 E. Bell Road, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School
Achievement Profile *

Performing*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. A. Denise Birdwell
Schedule : 7:00 AM to 3:30 PM
Grades : 9-12
2003 Enrollment : 1986
Web Address : www.paradisevalley.pvUSD.k12.az.us
Phone Number : (602) 867-5505
Fax Number : (602) 867-5592
E-mail : dbirdwell@pvUSD.k12.az.us

Mission

Our mission is to provide an environment where students learn skills to grow academically, socially, emotionally, and physically to become contributing members of society.

School / Academic Goals

- Target Area: Literacy Students will demonstrate an ability to read at grade level or higher, use appropriate vocabulary and write well-organized paragraphs and essays in all disciplines using correct grammar, usage and mechanics.
- Target Area: Student Responsibility Students will demonstrate an increased responsibility of the 3-Ts -- on Time, with Text, on Task; and improve their accountability by actively participating in their learning and education.

Instructional Programs

- Advanced Placement/Honors
- Biotechnology Signature Program
- Business Information Technology
- Net + C+ A+ Certifications

Enrollment

October 1, 2002 School Year Student Enrollment : 2013
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 484

Calendar Information

Number of Instruction Days : 180
Average Daily Instruction Time : 6 hours 30 minutes
First Day of School : 8/18/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web in early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü School Philosophy
- Ü School Objectives
- Ü Parent/Educator Relations
- Ü Review of Educational Trends
- Ü Evaluation by School Community
- Ü Standards Awareness

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	3.00	Teacher	94.20
Other Professional Staff	9.50	Teacher Aide	25.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	5	0	0
4 to 6 years	6	3	0	0
7 to 9 years	2	5	0	0
10 or more years	13	59	1	0

Shared Responsibilities

School

Parents can expect ongoing communications that inform them of their students' progress. PVHS uses a voice messaging system, newsletters, handbooks, direct mailings, contracts, parent conferences, and quarterly progress reports and report cards.

Parents

PVHS and parents work as a team to support school policies to ensure student success and individual excellence. PVHS expects students to be punctual, prepared and appropriately attired. Parents need to support the excessive absence policy.

Resources Available at School Site

Special Facilities

- Ü CAD/D, Graphic Arts, Woods, Metal, Auto
- Ü BioTech/Agricultural Labs/Media Lab

Extracurricular Activities

- Ü Sports for All Seasons/Levels
- Ü Band/Chorus/Drama/Performing Arts
- Ü National Honor Society/SHH/Environ Club
- Ü SADD/HIP/Ambassadors/Young Republicans

Social Services

- Ü Recreational Activities
- Ü Competency-based Counseling Services
- Ü Crisis Intervention
- Ü Student Support Groups

Transportation Policy

High school students living 1.5 miles or more from their school site are provided transportation by bus. Special need students are transported on an individual needs basis.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Nearly \$3M won in scholarships: Multiple MCCC, ASU, NAU, UA, Provost, President's, Wildcat Tradition, Honors, Regents, Discovery, URedlands, Wabash, UT, West Point, USAF, Embry-Riddle, NYU, Emerson, Cal Luth, UOregon, Valparaiso.
- ü Staff continues to be trained in: Professional Learning Communities, Impact Learning, Collaborative Training, Brain-based Learning, Reading for Content, Student Share Groups, Classroom of Diversity, and State and National Standards.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Desert Valley Regional Football Champs	2003
ü Academic Decathlon Team, 2nd in District; 11th in State	2003
ü Nat'l Assn of Secondary Sch Prin - Outstanding Male	2003
ü AZ Scholar's University Grant/#2 AZ Eagle Scout of Year	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	98	95	94	96
Transfers Out ³	17	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	97	99	98	95
Retention Rate ⁷	3	1	2	5
Dropout Rate ⁸	4			8
Status Unknown ⁹	2			6
Graduation Rate ¹⁰	91			76

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	403	2301	57534	84	88	91	490	498	491	46	37	46	18	19	16	24	27	23	13	17	15
All Students (Prior Year)	328	2090	51010	NA	NA	NA	483	492	483	46	35	45	20	25	20	26	29	23	8	12	11
Female	202	1159	28155	83	87	90	490	496	491	47	40	47	20	19	16	23	27	24	11	15	14
Male	198	1122	28932	83	87	89	491	500	491	44	34	46	15	19	15	25	27	23	16	20	16
African American	10	53	2558	77	90	86	470	480	475	57	59	64	29	12	15	14	24	16	0	5	6
Hispanic	63	229	17547	83	81	86	469	474	475	74	64	64	13	19	15	11	12	15	2	4	6
Asian/Pacific Islander	NC	58	1395	NC	95	96	NC	519	519	NC	20	22	NC	16	16	NC	24	28	NC	40	35
American Indian/Alaskan Native	NC	18	3794	NC	90	91	NC	478	468	NC	57	72	NC	29	13	NC	14	12	NC	0	3
White	321	1908	29790	83	87	86	494	500	501	42	34	34	18	19	17	26	28	29	15	18	20
Students with Disabilities	31	248	5562	65	98	93	462	461	461	93	82	79	0	14	10	7	4	8	0	0	3
Students without Disabilities	372	2053	51972	86	87	90	491	499	492	44	36	45	19	19	16	24	27	24	14	18	15
Limited English Proficient Students	32	113	5467	86	89	111	442	457	458	100	86	87	0	9	7	0	2	5	0	2	1
Migrant Students	--	--	702				--	--	471	--	--	74	--	--	9	--	--	14	--	--	3
Economically Disadvantaged	--	38	10446				--	471	472	--	75	70	--	13	13	--	13	13	--	0	4
Non-Economically Disadvantaged	403	2263	47088				490	498	495	46	37	42	18	19	16	24	27	26	13	17	17

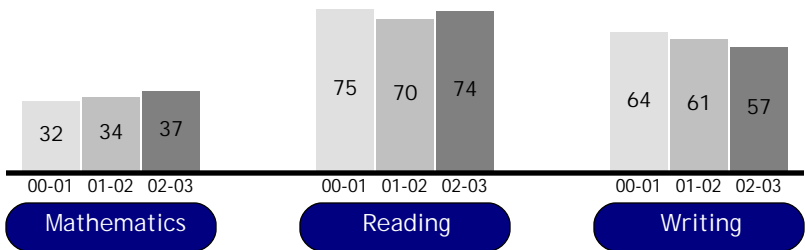
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	385	2132	56700	80	81	89	520	527	512	10	7	15	16	17	23	62	62	52	12	14	10
All Students (Prior Year)	306	2013	50525	NA	NA	NA	517	530	517	10	5	12	21	16	22	55	58	51	15	21	15
Female	191	1078	27862	79	81	89	527	533	517	4	5	12	13	15	22	70	64	54	12	17	12
Male	191	1035	28398	80	81	88	512	520	507	16	10	19	19	19	24	54	60	49	11	12	9
African American	NC	49	2529	NC	83	85	NC	504	495	NC	13	24	NC	33	31	NC	46	41	NC	8	4
Hispanic	55	195	17305	72	69	85	492	497	494	30	23	24	25	26	31	40	47	41	5	3	4
Asian/Pacific Islander	NC	57	1382	NC	93	95	NC	532	530	NC	7	6	NC	15	17	NC	57	59	NC	20	17
American Indian/Alaskan Native	NC	18	3815	NC	90	91	NC	505	489	NC	7	29	NC	36	35	NC	57	35	NC	0	2
White	311	1789	29209	80	81	84	524	530	525	7	6	9	15	15	17	65	64	59	13	16	15
Students with Disabilities	27	178	5215	56	71	87	484	487	478	33	28	43	42	38	29	25	34	25	0	0	2
Students without Disabilities	358	1954	51485	82	82	89	521	528	513	9	7	15	15	16	23	63	63	52	12	15	11
Limited English Proficient Students	29	106	5378	78	83	109	444	462	471	83	55	48	17	38	36	0	7	15	0	0	0
Migrant Students	--	--	689				--	--	486	--	--	31	--	--	36	--	--	30	--	--	2
Economically Disadvantaged	--	39	10358				--	487	492	--	30	26	--	36	33	--	33	37	--	0	4
Non-Economically Disadvantaged	385	2093	46342				520	527	516	10	7	13	16	16	21	62	62	54	12	15	12

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	387	2210	55090	80	84	87	479	488	479	14	9	16	29	18	13	57	73	70	0	0	0
All Students (Prior Year)	325	2165	50572	NA	NA	NA	486	494	481	10	5	14	29	22	23	60	73	63	1	0	1
Female	192	1154	27752	79	86	89	487	493	483	8	6	13	26	15	12	66	79	75	0	0	0
Male	180	1026	26842	75	80	83	471	483	474	20	12	20	32	21	15	48	67	65	0	0	0
African American	NC	46	2336	NC	78	78	NC	466	464	NC	25	25	NC	18	14	NC	58	62	NC	0	0
Hispanic	44	182	16391	58	65	81	457	465	458	40	27	28	20	21	16	40	53	56	0	0	0
Asian/Pacific Islander	NC	61	1356	NC	100	93	NC	495	499	NC	7	7	NC	21	9	NC	72	83	NC	0	2
American Indian/Alaskan Native	NC	17	3731	NC	85	89	NC	471	446	NC	13	37	NC	31	16	NC	56	47	NC	0	0
White	277	1835	29053	72	83	84	483	492	492	8	7	8	32	17	12	60	76	79	0	0	0
Students with Disabilities	20	150	4141	42	60	69	458	438	436	20	39	47	50	33	18	30	28	35	0	0	0
Students without Disabilities	367	2060	50949	85	87	89	479	490	479	14	8	16	28	17	13	58	75	71	0	0	0
Limited English Proficient Students	NC	64	4711	NC	50	96	NC	410	422	NC	75	61	NC	14	13	NC	11	26	NC	0	0
Migrant Students	--	--	666				--	--	444	--	--	39	--	--	11	--	--	50	--	--	0
Economically Disadvantaged	--	37	10168				--	443	453	--	47	32	--	13	18	--	41	50	--	0	0
Non-Economically Disadvantaged	387	2173	44922				479	489	484	14	8	13	29	18	13	57	74	73	0	0	0

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	88	50	53	43	100	41	46	37	95	45	52	41
	Language	93	45	53	41	100	41	48	38	97	46	53	42
	Mathematics	93	65	71	59	100	61	65	56	97	62	68	60

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sweep program for student accountability. Peer mediation. ID cards for all. School Resource Officer. Security at gates/on campus. School Crisis Plan/Prevention Team. Drug testing for athletes/Lockdown drills. Safety Committee/Threat Assessment team.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	A. Denise Birdwell	(602) 867-5505
Transportation Policy	Jeffrey Cook	(602) 493-6320
Community Resources	Juliann McCarthy	(602) 867-5539
School Nutrition Programs	Patty Hocking	(602) 867-5534
Parent Organization	Suzie Goldstein	(602) 482-3982
Student Health/Nurse	Christi Rich	(602) 867-5531

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards